

Education: Administration

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1701

Effective Date: June 14, 2004 Version: 1

The Division of Juvenile Correctional Services: Training School and Detention Center, hereafter, referred to as “the Division” or “the RITS”, is established to provide short-term care in a secure facility to juveniles who are pending court action or adjudicated or awaiting transfer to another facility. This care includes the provision of educational programming. Specifically, the Principal of the Education Program is responsible for ensuring:

- The establishment and maintenance of an educational program that complies with Rhode Island General Law and the policies and procedures that are established by the Rhode Island Department of Education;
- The assessment of the juveniles’ educational needs, to include testing and evaluation;
- The provision of the educational programs of juveniles during detainment; and
- The provision of the appropriate transitioning to community education programs upon the juvenile’s release.

The Education Program does not discriminate and provides equal opportunity to all individuals according to the United States Constitution, the Social Security Act, Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), Section 504 of the Rehabilitation Act of 1973 as amended (29 U.S.C. 794), the Age Discrimination Act of 1975 as amended (42 U.S.C. 6101 et seq.), Title IX, Education Amendments of 1972 and all other relevant federal laws.

It is the Education Program’s policy to make decisions regarding the treatment of residents, hiring, promoting, discipline, transferring and terminating employees, without regard to race, color, sex, national origin, religion, sexual orientation, military or veteran’s status, physical or mental disability or any other characteristic protected by applicable law.

The Department of Children, Youth and Families does not tolerate sexual harassment in any form. The Education Program administration notifies staff, students and their parents/guardians of the Department’s sexual harassment policies and grievance procedures to resolve complaints.

The Mission of the Education Program, as a mandatory educational program within a juvenile correctional facility, is to create a safe and consistent learning environment in which all Training School students can learn the skills, knowledge and values to succeed in school, work and the community.

Related Procedures...

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Procedure from Policy 1200.1701: Education: Administration

- A. The Superintendent of the Rhode Island Training School (RITS) has the overall governing authority for the Education Program. The Principal of the Education Program is the immediate authority. The Principal is responsible for the overall administration, organization, and management of the Education Program.
- B. The Principal develops, implements, and manages all aspects of the Education Program, according to the parameters that are established by the Rhode Island Department of Education, this policy, the DCYF, and the law.
- C. The Principal or his/her designee ensures that program components address the following:
 - 1. Assessment and Education Program Planning:
 - a. Assessing students' strengths and weaknesses through the use of a variety of screening techniques and instruments;
 - b. Identifying any difficulties experienced by students in school and communicating that information to professional support staff;
 - c. Distributing the assessment data for overall education planning;
 - d. Facilitating any specialized medical and/or psychological testing that is determined to be essential; and
 - e. Offering a diagnostic perspective of each student's educational needs to the school, court or other involved agencies/individuals.
 - 2. Social and Educational Skills Development:
 - a. Focusing primarily on coping skills for daily detention living and re-socialization skills for return to the community;
 - b. Providing counseling services for support and information for students to reduce their anxiety about their status;
 - c. Improving the quality of staff-student relationships, helping students to more positively respond to adults as authority figures; and
 - d. Assisting students to increase and improve their independent problem-solving skills.
 - 3. Education:
 - a. Providing an educational experience that promotes achievement and replaces patterns of failure with patterns of success;
 - b. Providing educational services that motivate students to continue their education upon release;
 - c. Providing career/occupational counseling and experiences that emphasize occupational interests, skills, knowledge, habits and attitude required for successful employment; and
 - d. Introducing community resources that support and sustain students.
 - 4. Fiscal Administration:
 - a. Managing the allotment of appropriations and budget preparations.
 - b. Routinely monitoring expenses related to areas of responsibility.
 - c. Preparing itemized operational budgets for areas of responsibility and submitting them to the Superintendent or his/her designee each year.
- D. The Superintendent routinely meets with the Principal to establish and/or review policies and procedures for the Education Program, and to identify and plan processes for quality improvement. All Education Program policies and procedures are reviewed (and revised as appropriate) at least annually.

- E. Rhode Island General Law (RIGL) 16-12.1-1 recognizes that administrators are not members of teacher collective bargaining units and, therefore, are not protected by the terms of teacher bargaining agreements. The law states. "While clearly intending neither to interfere with the discretion of school committees to choose those who shall administer local schools nor to grant tenure to school administrators, the general assembly deems it necessary to the orderly and effective functioning of public education to inform school administrators of the bases or reasons for their suspension, dismissal, or non-renewal of their employment relationship, and to afford administrators an opportunity to be heard before the school committee. Full disclosure of the bases or reasons for suspension, dismissal, or non-renewal and the hearing which may follow, while providing administrators and school committees a meaningful hedge against mistaken or impermissible actions as well as an opportunity to question and confront those individuals whose judgment or allegations furnish the basis for the actions taken, are ultimately intended to erase harmful innuendo from any suspension, dismissal, or non-renewal of an administrator."
- F. In compliance with RIGL 42-72-6-2, the Education Program, with full and reasonable staff and community participation, prepares a detailed comprehensive educational plan for providing adequate and appropriate educational services to all residents of the Training School, without exception, as provided by state law. This comprehensive plan shall include, but not be limited to, the following elements:
1. A mission statement, in strict conformance with state and federal law and state regulations, that clearly delineates the goals and objectives of the Education Program, and provides an effective guide for the employment of resources, and for expectations of the youth, parents, professional staff, the judiciary, and the citizens of the state of Rhode Island about their roles and responsibilities in the system;
 2. A system of governance for the Education Program that delineates the chain of authority, provides adequate and appropriate decisional authority to the administrative, educational, custodial, social service and other professional staff, and defines and coordinates their roles in the effective operation of the system;
 3. A state of the art educational program that addresses the profound and diverse needs of incarcerated youth and includes, but is not limited to, the following elements:
 - a. Programming for youth who have not graduated from secondary school including: academic, technical, computer, life and career skill development;
 - b. Programming for students who have completed a secondary school program or who have obtained a general equivalency diploma (GED), including: college courses, career and technical courses, life and parenting skills, and job readiness;
 - c. Programming as above for students with limited English proficiency or other special needs;
 - d. Educational programming that provides special educational programming to residents in conformance with their needs, as well as state and federal law, but which does not limit the school curriculum to special educational services;
 - e. A "total programming" approach that places the educational service component in the context of a youth centered rehabilitative program that concentrates on the development of educational and social competence in residents;
 - f. A plan for obtaining accreditation through an appropriate forum or model for the educational program; and
 - g. The creation of a forum that provides an inclusive, cooperative model for involving the other state departments, as appropriate, members of the state's business community, religious community, voluntary services community, and social service community in advising and devising programming, in supporting and advocating for the residents as they attempt to build new and successful lives in the community.